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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

New York City

NEW YORK CITY is the world wonder of the twentieth century. It is no longer primarily a New World city, but in the large sense it is a World city, and the sooner America appreciates this the better it will be for the New World.

If anything should seriously happen to New York City, it would jeopardize every city in the United States.

The good name and fame of New York City are involved in the standardization of civilization everywhere.

We were in New York City near Times Square on New Year's eve. We sat by the hotel window and saw the vast multitude on Broadway surge back and forth between Forty-second Street and Fifty-second Street. There were hundreds of thousands of persons on the streets of New York City. There were New Yorkers and visitors from every state and many countries.

There were twenty thousand taxicabs in action. If a thousand men, women and children in the streets had been killed it would not have been surprising. Few persons were reported injured during the evening, not many persons were arrested for drunkenness, and there were few cases of lawlessness of any kind reported by the police.

Six million citizens and a multitude of non-citizens if on the street were kept moving by the police, and the conduct of every one was standardized miraculously.

New York City was a marvelous triumph of civilization as nineteen hundred and thirty dawned.

New York City is as wonderful every hour of every day of every year as it was on New Year's eve.

New York City is solving more civic, social and financial problems than are being solved by any equal population in city and country in the New World or the Old.

It is peacefully solving the city problems of race and religion of all countries, of all ages and languages.

It is a civic, social and religious crime to think of mistakes of a few when six million citizens and

unnumbered non-citizens are a mass production of civilization.

Education is a noble demonstration of the way New York City is preparing to have civilization carry on. Nowhere else in the world has there ever been such a universal education of children from cradle to college as in New York City.

In the universities of New York City there is skillful training for anybody for personal and public service in all professions and in every branch of science, such as has never been attempted for democracy anywhere by anybody.

New York City's gifts to charity in 1929 amounted to $92,113,728. Of this $27,199,221 were to the public, and $24,524,500 to education.

There were six hundred wills filed making public bequests. There were 206 wills naming 132 different institutions. There was $5,860,600 willed to hospitals, and $7,358,000 willed to educational institutions. $1,000,000 each was willed to Roosevelt Hospital and to the Home for Incurables.

Protestant organizations received $5,599,414 by wills; Catholic organizations, $526,475; Jewish, $134,395.

Of the Protestant organizations the Presbyterians received $3,280,000. The Episcopalians $1,463,050.

The spirit of New York City was especially illustrated by a gift of $4,000,000 for needy mothers and children; $3,000,000 for a city-wide dental system for children.

President A. Lawrence Lowell of Harvard is sure that the new "House Plan" will raise scholastic standards and personal morale by establishing a community life and a scholastic atmosphere.

Dr. Cooper's Notable Service

DR. WILLIAM JOHN COOPER, director of Federal Office of Education, is rendering inestimable service to education because his message is always up-to-the-minute. He knows what is being done, where everything is being done best, and by whom.

One of his notable messages is regarding secondary education as a promoter of vocational achievement. Ten years ago such education was expected to require a special school. Today there are a vast number of young men and women earning a good living at a good trade in which they are skilled workmen, who have had no other preparation than four years in a public high school.

There is a strain of science in the vocational preparation in city secondary schools that was never suspected in any special industrial school ten years ago.

The special industrial schools are keeping pace with public high schools or they are on the road to ruin.

Dr. Cooper is a live man living in a live age, and is promoting industrial education for today and tomorrow.

L. L. Sprague's Record

DR. L. L. SPRAGUE, president of Wyoming Seminary, Kingston, Pennsylvania, is eighty-five years of age, forty-eight years as president, and sixty-four years on the faculty. If that is not the record of service in one institution we would like to report of some other person with a longer achievement of that kind. Dr. Sprague has the vigor and vision of an educator twenty years younger. We knew him as the creator of educational leaders in 1886. Wyoming Seminary has been the equivalent of a professional training school for about a century.

A Glenn Frank University

THE president of the University of Wisconsin regards Alexander Meiklejohn's Experimental College a notable triumph, and is sure that students in the University of Wisconsin can be three times as well prepared to live and to earn a living as is now possible by the traditional college program.

Glenn Frank will undoubtedly be given legislative freedom to set a miraculous pace in preparing American youth to utilize American opportunities to meet the responsibilities of civilization of today and tomorrow.

The Glenn Frank University will simply be the extensive view of the various academic vistas of Antioch's "Half and Half," the Rollins College Culture Nursery, Lowell's Harvard, and the Evanston's six-million-dollar Social Science Law School.

All this is merely adapting university service to the requirements of the ten-thousand tolerance of the industrial civilization of today and tomorrow.

Angelo Patri will lecture on "Some Aspects of Child Growth," on Saturday, February 8, 1930, at 11 a.m., at the Hotel Statler, Boston, for the benefit of the Home and School Visitors Association. Tickets may be obtained from Mrs. Charles M. Cabot, 367 Beacon Street, Boston.

Alice Stone Blackwell

"SOME Spanish-American Poets—Translated by Alice Stone Blackwell, with Introduction and Notes by Isaac Goldberg," calls attention to the remarkable personality of Miss Blackwell, who has no rival among American women.

No other woman now active in public affairs was

as closely associated with the leaders in the Woman Suffrage cause half a century ago as was the daughter of Henry B. Blackwell and Lucy Stone Blackwell, and she has been intensely interested in all phases of the promotion of human welfare every year in last half-century. She has a background of devotion to world interest that no one else has.

Alice Stone Blackwell also has a range of intensive and extensive scholarship never attained by women whose life is primarily devoted to the social and civic advancement of civilization.

No other man or woman has taken the time or devoted talent to translate hundreds of Spanish-American poems, many of which have never been translated before, and in every case the poem in Spanish is also printed with the translation.

Crippled Children

JAMES A. TREAVOR, Grover Cleveland Junior High School, Boston, wrote for the "Boston Herald Mail Bag" the following sane and saintly appeal for crippled children, on December 18, 1929:—

"I feel certain that I voice the opinion of many others who are responsible for the education of 'all the children of all the people' when I say that very little will be gained by isolating crippled children in a separate school unit, except the extreme cases that are institutional rather than school problems.

"We have in this school six crippled children. Some of them are quite badly deformed, but not one is unable to move with his class. These children are able, mentally, to compete with other children. Their report cards show the same varying results found in normal children, ranging from a very high standing to unsatisfactory marks. Only one of the six is failing. They are happy and contented with their school work, are doing the best they can, and I question the wisdom of keeping such children away from contact with normal children. We must keep in mind the depressing effect upon the crippled child with a normal mind of daily contact with other children who are, in varying degrees, deformed. The six crippled children here have normal minds."

A crippled school for crippled children is a horrible proposition.

The problem of crippled children is solved in Greenville, South Carolina, and other places, thanks to wise and winsome social fraternities.

The problem of the crippled child is a surgical clinic at two years of age or as soon after that age as is feasible. At Greenville a member of the Massachusetts General Hospital staff is performing physical miracles on young children all the time. It is almost literally true that there is no physical cripple who cannot be made as good as new if taken in season. I have seen achievements that are really more wonderful than miracles of Bible times.

It is a matter of common knowledge that there will never be another club-footed person in America. It is perfectly easy to have a deformed foot face front and be right side up if it is given early attention. It is practically as true of any physical defect if given scientific attention early.

This glorious achievement has interested me greatly because a young man whom I had known from boyhood committed suicide because the neglect of his parents humiliated him socially.

Nothing is quite as vicious in the treatment of crippled children as to have them feel that they cannot associate with physical and mental normal children.

In this day of scholastic credits for out-of-class attainments it is inexcusable to banish a child from life with physical and mental normal children.

It would be as sensible to herd all children who are grouchy, of jealous disposition, of vicious temper, unable to spell, in schools by themselves as children who have physical defects.

Rollins Book of Verse

THE Spirit of Democracy has made the third decade of the twentieth century famous for achievement.

A college with the spirit of democracy must magnify the achievement of its students rather than claim credit for the success of the alumni after life has heightened the work in college halls.

One of the first colleges to catch the spirit of democracy is at Winter Park, Florida, where Hamilton Holt and his associates have made Rollins College an educational gyrocompass for its students, who have freedom to begin achieving tangible results in thinking and writing while the urge of youth is upon them.

Edward J. Tobin, for nineteen years superintendent of Cook County, Illinois, measures the value of what a child learns in school by what he learns out of school entirely independent of the teacher and the course of study.

"The Rollins Book of Verse" is a collection of ninety selections of the verses the students of poetry in the spring of 1929 wrote of their own impulse.

These verses are the genuine achievements of an equal number of young men and young women. The variety of subjects, the freedom of thought and frankness of expression have all the glow and go of youth.

There is no suspicion of imitation or plagiarism. They are honest achievements of students who rejoice in an opportunity to do their own thinking and writing.

Belding's Page

TRANSMUTATION

AS the teacher, so is the class.

A keen, alert teacher makes a keen, alert class.

An industrious teacher makes an industrious class.

A mentally honest teacher makes a mentally honest class.

A teacher who is self-controlled makes a class that is self-controlled.

A teacher who is fair and impartial makes a class that is fair and impartial.

A teacher who believes in her pupils makes pupils believe in themselves.

A teacher who is loyal to her principal and to other teachers and the school makes pupils loyal to herself and all others in authority, and to the interests of the school.

A teacher who loves intellectual effort makes a class that loves intellectual effort.

A teacher who is neat and orderly makes a class that is neat and orderly.

A teacher with an agreeable voice makes a class with agreeable voices.

Oh, to be sure, the teacher's example, her attitude and manner, her very soul and purpose, do not at once transform the boys and girls into living imitations of herself; nor do her traits ever become perfectly transferred to an entire class. Some members of a class, like some members of society, are always in rebellion. But by and large, in course of time, the character of the teacher reacts to produce similar character in the child.

The teacher's personality is more important than the curriculum, the textbook or the building.

To be careless in the selection of teachers or to tolerate in the schools those teachers whose influence is downward and backward, is to commit treason against citizenship and civilization.

IS LIFE SO SORDID?

MUCH of our recent American literature is written by authors with foreign-sounding names; much of it by men and women who have looked at society from beneath and have sensed many injustices. Our modern literature is thus reflecting the sordid side of life. Written in the vernacular of the street, it is easily read by persons of low mentality. The stamp of a hard and cruel fatalism is upon it. It is European and exotic, not American.

There is room in this country for a more wholesome literature of the day; written in decent though not pedantic or out-of-date style; but breathing nobler ideals and revealing better understanding of life at its best.

The literary critic who shakes his head sadly and declares we cannot have a better literature until we have a better civilization, should wake up to the fact that the present civilization is not so simple or so shoddy as our crop of cynics try to make out. They may be dealing with the truth as they see it, but they don't see the whole of it. There is a large portion of American life which is wholesome, sincere, and beautiful. Those writers who show this side of it may well be sought out, and their work brought to the attention of the public.

HUMAN GUINEA PIGS

PARENTS in a certain city have protested against the sort of questions put to their children, of junior high school age, by a state examiner eager to learn how their views of life were being affected by motion pictures.

Some of the questions asked seemed likely to plant undesirable ideas in the heads of those youngsters, especially, who have been kept from indiscriminate attendance at film theatres.

The aims of our questionnaire enthusiasts are in most instances laudable. Yet we could sometimes wish they might practice their tests on guinea pigs rather than human beings of tender age. To subject such material to laboratory experiments is often to leave permanent scars. If the results are really worth the cost, it may have to be borne.

But perhaps the cost is greater than it needs to be.

The effect upon the boy or girl, the young man or the young woman, who may chance to be of sensitive nature, ought always to be considered. If this were done, many of the questions would never be put.

IN A CHANGING WORLD

THE trend of instruction for some years past has been in the direction of specialization. The child, and more especially the youth, has been advised to concentrate in order to obtain much knowledge of one particular subject and to acquire a certain degree of skill therein.

Meanwhile so many changes are taking place in social and economic life, one wonders whether specialization is as important as adaptability.

The average person is a mixture of both.

Anson W. Belding

Associate Editor.

Symposium on Professional Study

Should Teachers Receive a Bonus for It?

By HARVEY S. GRUVER
Superintendent, Lynn, Mass.

THERE is a definite relationship between good teaching and professional training. There is likewise a definite relationship between good teaching and the compensation which a teacher receives.

The adjustment of a teacher's pay, however, in relation to the training which she receives, should not be made too obvious. A plan whereby teachers are encouraged to take professional improvement courses by having their salary increased, if properly safeguarded and administered in such a way as to be fair to all concerned, is in the main to be commended. Such a procedure, however, must be regarded more as an expediency rather than a fundamental procedure.

Teaching should be regarded as one of the important professions. The training which a teacher receives before being admitted to the profession should be so broad and comprehensive in its general features and specific enough for the particular field chosen by the teacher, that she will be well-prepared for her profession.

It is perfectly obvious that this cannot be done in a two-year normal school course, the standard generally fixed for elementary school teachers. When the standard is raised to three or perhaps four years' professional training, instead of two, better results can be obtained by working out a salary schedule on the theory that the original training of teachers provides the necessary fundamental training for their profession, and that after teachers are in service the professional stimulus should be provided and paid for by the school department.

Every school system, having as many as 100 or more teachers, should have a staff of administrative and supervisory officers sufficiently large and sufficiently well-trained to direct the professional improvement of the staff. Provision should be made whereby, from time to time, specialists can be called in to assist in specific problems. Smaller communities may accomplish the same purpose by employing the necessary officers on a part-time basis.

This is the goal which should be kept in mind, but, in the meantime, a plan of salary adjustment encouraging professional training will tend to the ultimate accomplishment of this goal. Such a plan, however, must be so conceived and administered that teachers will not be encouraged to undertake more work at a given time than is desirable.

Two things must be kept carefully in mind: First, that the teacher's health will not be jeopardized by attempting to do too much work of this nature; and second, that teachers will not be tempted to neglect unduly their preparation necessary for their work from day to day in their pursuit of the necessary credit to obtain the increased compensation. The work taken for such credit should be closely enough related to the work in which the teacher is engaged to enable her to do better work.

By WILLARD S. ELSBREE
Assistant Professor of Education, Teachers College

ONE of the chief reasons for the prevalence of the bonus-for-summer-school-attendance is the effort of superintendents to use this system as a lever in wresting additional salary for teachers from a niggardly board of education. Given an adequate salary schedule, resort to a device of this sort is no longer necessary, and the question resolves itself into: Does summer school attendance improve the work of a teacher sufficiently to merit special compensation over and above her regular annual increment?

In order to answer this question, it is first necessary to consider the part which training plays in the establishment of a modern salary schedule. As a rule, the amount of training which a teacher has had determines the place of initial entry into the schedule. Annual increments are given for the increased skill which each year of experience (up to some limit) produces. The larger increments and higher maximum which usually accompany higher levels of training imply that greater training enables an individual to profit more from a given amount of experience.

Additional training—whether obtained at summer school or through extension or Saturday courses—is related to these established bases for salary in one of three ways. It may affect:—

(1) Initial placement on the scale.
(2) Rate of improvement.
(3) Extent of improvement.

If the additional training is for the purpose of making up a deficiency which the board has overlooked or temporarily allowed, there is no justification for extra compensation. The teacher was placed higher in the scale at the start than her training warranted, and subsequent study is merely supplying a lack.

If the extra training is to maintain the level of efficiency expected of teachers, additional salary is not justified. Every professional worker has the responsibility of keeping abreast of new developments in his field. Perhaps the teacher can best do this by attending summer school, perhaps it involves professional reading or research. But

to propose that the school board pay a bonus to the teacher for doing what is normally expected of an alert, professional worker is to deny the adequacy of the salary schedule proper. If it is desirable or necessary for teachers to attend summer school once every five years in order to keep up-to-date professionally, then this factor should be a consideration in establishing the main structure of the salary schedule, and should not be super-imposed as a bonus.

To give a fifty-dollar bonus for summer school attendance pre-supposes that the teacher returns to the school with $50 worth of increased efficiency. Making a routine procedure of paying such a bonus without examination into the type of work taken is as absurd as it is common. University professors cannot fail to observe the large number of teachers pursuing courses at best only remotely connected with the work they are doing in their own communities. While any teacher, regardless of position, can profitably take courses which will enrich her educational background, nevertheless, for a fifth-grade teacher to specialize in college administration by way of increasing her efficiency in her present position is scarcely defensible. It is every teacher's privilege to change her field of interest, but to expect the local school board to reward her for so doing is as unreasonable as to propose that teachers studying law or medicine at night school be credited on the salary schedule as having had additional training.

Special exception should be made of those cases where the board of education requests or urges a teacher to study in some particular fields in preparation for a special type of work. If, for example, the superintendent asks a teacher to take a course in curriculum revision in order that she may later supervise the reconstruction of the local course of study, the school board should properly pay all her summer school expenses.

Training which is appropriate in quality and sufficient in quantity to affect a real advance in either rate of improvement or extent of improvement justifies and requires extra remuneration. To be recognized financially, such training should consist of a program of study of scarcely less than four summer sessions, or the equivalent of a full year at a college or university. If the work taken has been approved by the local supervisors and superintendent, the school board has reason to believe that the teacher has attained a higher level of efficiency and merits a substantial increase in salary.

[This discussion will be continued next week. An expression of your viewpoint will be appreciated.]

Some Special Class Problems

By MARY L. JACKSON
Plymouth, Mass.

A COMMUNITY is an association of persons living together under the same laws and regulations. The same might be said about a home. Upon the well-being of a home the welfare of the community depends, and the prosperity of both will be influenced by the early training given to children.

A child brought up in a clean, orderly home absorbs habits of regularity, order and cleanliness from the daily routine repeated over and over. Good manners, cheerfulness, consideration of others will be learned from example rather than precept, for children learn chiefly through imitation.

In order that the teacher of mentally limited children should understand more fully the individual problems that arise in the special class, it is essential that she know something of the home life of her pupils. This does not mean periodic visits to the homes by the teacher. If a child is unfortunate in having shiftless parents, the intrusion of the teacher would not only be unwelcome but might be extremely humiliating. The child of unpleasant home environment is probably only too well aware of the unhappy conditions in her dwelling place. It is sad, but true, that children who live in pleasant, comfortable homes very often delight in twitting their less fortunate companions, who fortify their self-respect by the thought that the teacher, who has never seen their homes, is unbiased in her judgment of them. Therefore, until a teacher has visited a particular child's poor home, that child may have been happy in the thought that she was regarded in the same social light by the teacher as were the other children; but when she knows that the teacher has actually seen her mean home, the child feels that there is no longer any use in trying to maintain that delusion, and she shows her reaction to this humiliation by refractory conduct in the schoolroom.

If a teacher is invited by the child to make a personal call, that is a different matter, and the teacher should take advantage of such an opportunity to study that particular child's home environment, but a personal visit in the sense of "slumming" or "social uplifting" should be avoided. Nor should the teacher seek information regarding the child's home life with the idea of dis-

covering all that is bad about the child. Quite to the contrary, she should seek long and deep for good traits, remembering that many a beautiful lily is found in a mire.

The teacher should turn a deaf ear to tales of the child's incorrigibility, but should try to diagnose each case in an attempt to discover, if possible, the reason for the child's misbehavior. A physician, administering to bodily ills, does not prescribe merely to alleviate pain but to remedy the disorder that is causing the pain. Should not the teacher, who has the equally important work of developing an enfeebled mentality, be as diligent in trying to remove some mental inhibition that is resulting in abnormal conduct?

The following case may serve to illustrate the point. Enrolled in our school was a sturdy, young girl, thirteen years old, I. Q., 68, with poor articulation in speech and an unpleasing personality, not due entirely to poor and ill-kept clothes but in some measure to a stubborn, grouchy and at times a defiant attitude. From careful observation we discovered that these traits were defence reactions set up as a result of inferiority complex, induced by the unkind remarks of her companions regarding the general poor condition of herself and her family. Discreet investigations of the home revealed a most unsuitable environment. This girl, born of middle-aged parents, who spoke no English and were unused to American customs, was allowed self-indulgence, but was given little attention as to personal cleanliness, good habit training, or instructions as to conduct.

Following our customary policy of allowing our girls to work for pay in selected homes, during school hours, in an endeavor to prove the practicability of our training in school, we allowed this girl that privilege. From every woman who employed her came the same disparaging comments. "Don't send that girl to me again. She is unpleasing in appearance. She responds unintelligibly if at all. She listens sullenly to directions and does her work carelessly." It then became my duty to reclaim this young girl if I could. To break down complexes that had been forming for thirteen years required long, constant and firm treatment. It was my conviction that what appeared to be sullenness and defiance was really an emotional attitude of fear, brought about by continual facing of disagreeable situations, with no prospect of relief.

About that time, as an experiment, I had taken into my home, at different times, five of the older girls in our school, to train them in doing household tasks in a real home. Among them was the girl of whom I am writing. Four of these girls succeeded in finding work as they arrived at the proper age. My protege is still working for me. The difference in her personal appearance, facial expression and general attitude is illuminating. Young people cannot achieve personal cleanliness unless they change their clothing frequently. Allowed by her parents to spend some of her weekly wage for wearing apparel, she took pride in her personal appearance. Her apparent sullenness in heeding directions was due to ignorance of nomenclature of ordinary, household utensils and appliances. To her, for instance, a cup was any receptacle of similar shape, whether of wood, tin, glass, or china.

Her first attempts at answering the telephone were pitiful, but daily association with people who spoke English and persistent effort on her own part have so improved her English and her voice that she now approaches the telephone with pleasure.

Her training required slow, constant effort, but to me it is the most interesting thing in the world to watch a child respond and react to kind treatment in a pleasant home.

A question that is often asked me about allowing these mentally limited girls the freedom of my home is: "How do you dare to do it? Won't they steal everything in sight?" It is my pleasure to state here that no girl that I have trusted with my household treasures has ever betrayed that trust.

To develop right attitudes in misbehavior problems seems to be another duty of the small town, special class teacher. With her smaller group it is possible, by studying each child individually, to discover the cause of his fears and inhibitions and by adapting correct, remedial measures to bring about favorable reactions.

Last year two boys, both seven years and some months old, were sent to me because of misbehavior in the schoolroom and absolute failure in school progress. It seemed that some repression, experienced in the pre-school period, had caused an emotional desire to be noticed to arise.

When conditions in the schoolroom seemed favorable. they made themselves conspicuous by misconduct, taking pleasure in being the centre of attention. Placed in a group of older boys, who looked with contempt at their outbursts to attract attention, the two young boys soon profited by having their energy directed along the right lines, through individual instruction, and showed an ambition to compete with their associates.

We kept one boy twenty days, the other fifty days, then sent them to a teacher in another district. This teacher informed me that she found them almost exemplary in behavior and able to make average progress in school work.

I have in mind, also, the case of a twelve-year-old boy, thought by some to be mentally deficient, who was sent to my class for adjustment.

The family history, gleaned from many sources, informed me of the following facts. He was his mother's only child, improperly nourished, with poor teeth, fond of sweets (canned corn and fig bars, his favorite breakfast), and came from a

middle-class American family. His father was a well-paid, skillful mechanic. His mother, a neurotic type of woman, whose marriage took place when she was about forty, indulged the boy's every whim. No serious illnesses were found in the family history.

The school history showed that during the child's first year at school there were many substitutes, due to the illness of the permanent teacher. This relay of teachers gave the boy a chance to become a ringleader in mischief. He repeated the first and second grades. Shortly after entering the third grade he was sent to me.

A consultation with the boy's mother brought about a radical change in his diet and home habits, with a promise of her co-operation in the future. His teeth were put in good condition and a few minor physical defects remedied.

Using the weekly, local paper as an incentive, a desire to read was aroused. To be able to write letters to a step-sister who lived out of town solved the language difficulty.

He possessed ability for mental arithmetic, so routine processes were a matter of time and patience.

He remained with us one year and four months and was then transferred to a fifth grade in another district of the town, away from his former neighborhood associates. At the end of that school year he was promoted to a sixth grade; the next year he was admitted to an eighth grade. During this year he left school to go to work as a carpenter's helper. Today he is a respected, self-supporting citizen.

One criticism I might make in regard to this adjustment in the special class, of misbehavior problems from the regular grades, is that the special class teacher may be tempted to neglect her own mentally limited pupils, to teach these children who make much more rapid progress.

Education in Egypt

By RICHARD K. MORTON

South Boston, Mass.

HOT, dirty, woefully primitive and pedagogically benighted the Mohammedan university in Cairo appears to the average American tourist, who has, usually, followed for some summer weeks the policy of rapidly covering the maximum number of famous landmarks on his sight-seeing lists. Education, not unlike many other important subjects, cannot very well be studied thoroughly in a week or two by a jaded and rushed tourist. For myself, I could well have jumped to the conclusion that in Egypt there were only ignorant, crafty, dirty, and hopelessly benighted beggars and street adventurers, if I had allowed one or two episodes to form the entire basis of my judgments. I found the Mohammedan university fearfully hot in the summer, and saw that students were sitting, removed from each other by a distance of about thirty feet, on dirty matting, and with bits of food, with bowls, and with dirty books lying near them. Clad in equally dirty clothing, they were swaying back and forth while reciting bits from their ancient literature. Almost nothing commonly associated with American or European education was to be found there.

Is this, however, typical of Egyptian education? Is this all that we find in modern Egypt? By no means.

In the formation and development of modern Egyptian education we note at once foreign influences. Education there inevitably links itself with internal political affairs, with social problems, and with international relations.

Although regarded by some travelers as having been unduly influenced by alleged "British propaganda," I am still decidedly of the opinion that English control in Egypt has brought about valuable and promising improvements in education, social life, and general public conditions. I am not prepared to state that there are not certain justifiable criticisms of English control from the political side, but maintain that, even if English control there were evidence of "world-wide imperialism" and "undue interference" with a sovereign nation desiring to govern itself unhampered in any way, these benefits could not be explained away.

Both the king and the prime minister doubtless have brought about certain social, educational, and even religious improvements, but travelers, I notice, feel much more comfortable when they see evidences of English control. There are still dangerous and primitive forces working their mysterious ways beneath the surface of Egyptian life.

In this brief and brazenly superficial paper, whatever may be of value comes from information furnished very kindly by Dr. R. S. McClenahan, dean of the American University of Cairo. He writes: "English control in Egypt for the past forty years has certainly given a steady and progressive trend to everything, both in political and other matters, as finance, whether of the nation or private, general security of life and property, equitable taxes and public improvements, trade relations with other countries and matters of sanitation and public welfare." Lord Cromer, Lord Kitchener, Lord Allenby, and now Lord Lloyd have led in this work.

We find that the masses are not yet being widely

reached—there is much poverty, degradation, dirt, and ignorance everywhere in evidence. Habits of personal living and social conduct often repel, and sometimes depress us, when we see their effect upon Egyptian life. In America, of course, the educational system is the more or less obedient servant of a certainly more intricately developed, and perhaps even socially, ethically, and pedagogically more advanced, national life. Thus the problem in Egypt is not one for schools alone—pedagogical advances must ever be closely associated with social and political advances.

Many even of the beggar class show surprising mental qualities and physical hardiness. The tourist is astounded at the perfect English he hears and the ingeniously clever—although undoubtedly exasperating—methods by means of which Egyptian venders press their unassorted, and often highly undesirable, wares upon the hounded and hurried tourist.

Social conditions are beginning to improve enough so as to promise for the future more opportunity for the uplift of the people. Alexandria and Cairo show everywhere evidences of clearer streets, better buildings, better order, and a better adjustment to the modern world. Railroads are better, and on the way from Alexandria to Cairo one passes a brilliant fairyland of fruit trees and other profitable forms of plant life now cared for by better methods.

The task, then, is to build up a better educational system along with better social, political, and religious conditions and to make it possible for these improvements to be transferred entirely into Egyptian hands, that the new movement may be genuinely indigenous.

One hopes, too, that the archeological work and researches into Egyptian history—espeically its religious significance—started by foreign scientists and other scholars, will be continued by natives. The riches of antiquity should afford a great stimulus to modern Egyptian education. In the Pyramids of Gizeh, the great museum at Cairo, and the localities associated with the exiled Israelites, Egypt has a uniquely rich basis for a renewal of educational achievement. Alexandria, with the right schools and development, can be made of greater interest to people of all lands who wish to know something of Egyptian civilization. Besides its own great historical riches, Egypt is an increasingly popular gateway to the Holy Land, and the route thither now has good train service over night. The first task of education will be to uplift the downtrodden beggars and poorer classes, to remove the filth, and get the people started on a new way of life. The pyramids and other famous points of interest must also be freed from the present annoying—and sometimes dangerous—pest of fawning and greedy beggars preying upon transient tourist traffic. In all Old World countries there is an unfortunate—although quite comprehensible—tendency for natives to build up and embellish, and even increase, shrines in which gullible tourists can be interested, rather than to try to put the effort into something of more profound benefit to the land.

Egypt has many beautiful mosques, but its social development will not progress far until it possesses many high-class, effective schools and colleges. This end cannot be achieved by any ill-considered assault upon Mohammedanism, but by offering to the leaders and their people the results of our educational achievements and leaving them, under any direction they desire, to make the best possible use of it.

Dr. McClenahan writes that Lord Cromer urged the founding of more "Kuttabs," or vernacular schools, with teaching of a very elementary character. Primary, secondary, and intermediate schools have also increased in number and effectiveness. The intermediate school gives the student for half his time simple instruction through the Arabic language, and occupies the other half of his time with what we would call trade, vocational, or manual work, adapted to city and country. Professional schools have become popular, and also the Egyptian University, founded shortly after the American University. The latter was founded in 1920 and has four different units: (1) The College, with about 300 students from the upper social strata; (2) the Division of Extension; (3) the School of Oriental Studies; and (4) the School of Education (more recently). It draws the sons of beys and pashas, wealthy landowners, high government officials and professional leaders. Dr. McClenahan writes that "it is not directly related to any denomination, but is distinctly Christian in character, liberal in spirit, and has secured and maintains a remarkable position of confidence in the minds of the Egyptian people." Now supported by voluntary contributions and student fees, it hopes to augment its meagre endowment soon.

The old Azhar (Mohammedan) University has long been decadent and ineffective, but Khalid Bey, a progressive leader, may change it into a modern school.

The British officials in the Egyptian Ministry of Education have been to an important extent responsible in setting new standards for public education. A provision in the Egyptian Constitution requires primary school education of all children of school age. Dr. McClenahan states, however, that there are now relatively few British officials in the Egyptian Ministry of Education, and that pedagogical methods as far as possible are designed to meet peculiar local needs.

Egypt, with its great masses and its glorious past, offers a promising field for modern education to conquer. When it does so, it will have aided in solving some of the most troublesome social and international problems.

Vitalizing the Junior High School

By W. O. FORMAN
Principal of Lafayette Junior High School,
Uniontown, Pa.

WHAT is the junior high school? This question continues to disturb all walks of life. There are perhaps as many different answers to this question as there are those who try to answer it.

There are those who would define the junior high school as life itself. Why should it not be? Surely it is not what the modern apartment was once defined as: a place where some one goes to get ready to go somewhere! Much as our ideal may be to make this institution real life, the junior high school exists today in various stages of metamorphosis with here and there a school forging ahead toward the goal.

The more the junior high school is made a part of the life of any community, the nearer it becomes a part of life itself. The Lafayette Junior High School has united its efforts with many civic organizations, by affiliating its clubs with art societies, junior music clubs, and the like. The most recent affiliation with a civic body is a Key Club which is sponsored by the Kiwanis Club of Uniontown, Pa.

The Key Club is not a new idea with Kiwanis International. The first Key Club was founded in 1925 in Sacramento, California. It was founded to meet a need in the senior high school and junior college. The application of the purposes of a Key Club to the junior high school necessitates a different emphasis, and for this reason the point of view has changed. For instance, the constitution of the senior Key Club says: "It is vocational in nature because each member must have declared himself to be preparing for some vocation"; "only two from each vocation will be admitted," and "it conducts its meetings exactly as Kiwanis does." Now the junior high school is exploratory. Hence a different emphasis is given to the Junior Key Club. The new constitution adopted by the Lafayette Junior High School shows its purposes and ideals.

LAFAYETTE JUNIOR HIGH SCHOOL
Uniontown, Pa.
KEY CLUB
Constitution

ARTICLE I—NAME

This organization shall be known as the LaFayette Junior High School Key Club.

ARTICLE II—ORGANIZATION

Section I. It shall be sponsored by, but not a part of, the Uniontown Kiwanis Club.

Section II. Its ideals and purposes shall be similar to those of the Kiwanis.

ARTICLE III—PURPOSE

1. To give to the pupils of the Eighth and Ninth Grade a better chance for exploration in the junior high school.
2. To relate the school more closely to life through personal contact with its community leaders.
3. To use the spirit of service offered by the Kiwanis Club..
4. To reveal to a younger generation the spirit of community service as expressed in the civic clubs of a city.

ARTICLE IV—MEETING

Section I. Time—Wednesday, 12.15 in the LaFayette Junior High School Library.

Section II. Program.

1. Assembly call and Oath of Allegiance.
2. Lunch 12.15 to 12.30.
3. Roll Call and introduction of guests.
4. Business, announcements, and reports.
5. Drawing for Kiwanis.
6. Address.
7. Taps.

ARTICLE V—MEMBERSHIP

Section I. Classes.

There shall be two classes of membership, active and associate. Associate members are those members who have left our school or other persons designated by the club.

Section II. Qualifications.

1. A student of the LaFayette Junior High School
2. Shall hold honor cards in citizenship and character and be passing in all subjects.

ARTICLE VI—OFFICERS

Section I. Officers shall be: President, Vice-President, Secretary, Treasurer, and Usher.

Section II. Duties: Such as are usually performed by such office holders.

Section III. Election.

1. In September and February.
2. Office for one half school year.
   a. All candidates are nominated one week before election.
   b. Nominees for candidates must have five votes to become candidates.
   c. Each person may cast a ballot. The count is made and members who receive five or more votes become candidates.
   d. Elections votes are taken in closed ballots..
   e. In regard to the Vice-Presidency, the candidate having the second most votes for President receives the Vice-Presidency.

ARTICLE VII—AMENDMENTS

Section I. Amendments to this constitution shall be made in writing. A week's time shall come between the time of reading of the amendment and the vote for its adoption.

Such an organization in the junior high school unites a fine civic body with the school. It is a program which goes on throughout the year. It is a new outlet for the services of Kiwanis. It is an opportunity to bring into the school a personal contact with a cross section of the best men of the community. Such a mutual relationship is certain to broaden the knowledge of both young

manhood and the leaders of a community, and to bring the schools and life as it is lived today into a closer relationship with each other. A modification of the curriculum will be more easily accomplished through mutual understanding, issues will be clearer, traditions broken down, and practices set up to harmonize with the individual needs which life itself demands.

Everyday Life in Siberia

(PART THREE)

By L. H. PUTNEY*

One great surprise I had was to learn that everywhere in Siberia—even on the tundras along the Arctic Ocean—the snowfall is comparatively light. One proof of this is the total absence of snowsheds along the railway, although in many exposed places one sees great piles of fencing, which with the approach of winter is erected to keep the snow from forming drifts on the right of way. By the way, most of Siberia knows no such season as spring and fall, summer merging almost immediately into winter and vice-versa. Killing frosts frequently occur as late as early June and as soon as late August.

Although nowhere in my trip across Siberia was I closer to them than perhaps five hundred miles, I got a very good idea of *tundras* from a Russian engineer whom I met. To begin with, I learned that the word "tundra" means "frozen swamp." It seems that all the region reaching from the Arctic Ocean to a line running approximately from 64°N. Lat. in the west to 67°N. Lat in the east —an area greater than all the United States west of the Mississippi river—is a vast plain covered with tundras. In this region, because of the shortness of the summers, the ground never thaws deeper than a few inches. This fact, added to the very small evaporation possible on account of the low temperature (never higher than 60°F.) results in an accumulation of moisture on the surface of the ground, and gives the country during the summer months the appearance of being a vast morass. In the far north where the soil is sandy the tundra is covered with moss, sometimes to a depth of several feet. More often, however, and especially farther away from the ocean, the vegetation takes the form of low bushes and little creeping plants, which really are dwarfed birch trees only a few inches tall. Although the trunks of these treelets are no larger than a person's small finger, they often show as many as a hundred annular rings.

In the summer the tundras are alive with water birds and with the carnivorous animals that have been attracted to them from the forest in hope of securing an easy food supply, but in the winter they are bleak, and lifeless except for an occasional Arctic fox, polar bear, or reindeer. As is the case in Northern Canada and Alaska, when the tundras begin to thaw they are covered with clouds of mosquitoes, which make life miserable for the wild beasts as well as for man.

With the exception of gold-mining operations in the valley of the Skilka (one of the headwaters of the Amur), and along some other feeders of that mighty river, I saw little direct evidence of the mining industry. From what I picked up, I judge that, although the mineral resources of Siberia are tremendous, comparatively little mining is going on. This is due, I believe, to two obstacles—lack of capital and the remoteness of the deposits. Generally speaking, they are located in three widely separated districts—in the Altai Mountains in the extreme southwest, in Trans-Baikalia, and in the Far East Region.

I understand that in tsarist days most of the large-scale mining operations in these fields were carried on by foreign corporations. Naturally all work ceased with the fall of the Empire. Only recently, in order to encourage exploitation of some of its mineral resources, the Soviet Government has resorted to a compromise with its enemy, the capitalistic group, and has granted mining concessions to a number of foreign corporations. Thus it is that some work is now going on, especially in the gold fields of the Lena Valley, where a British concern has a valuable concession. The tremendous handicap under which the concessionnaires work may be appreciated when I tell you that the nearest railway station to this field is over eight hundred kilometres distant, and that the mean temperature in winter is below —60°F. Still, in spite of such obstacles, these mines are said to yield annually as much as 6,000,000 roubles worth of gold.

It is the Germans, however, who have taken the most interest in the mining possibilities offered by Siberia and the U. S. S. R. generally. On our train was a German mining engineer bound for the Altai region, where his company is erecting a modern plant for exploiting some valuable zinc deposits. That the Soviet authorities fully appreciate the potential importance of the mineral deposits of the nation, including Siberia and the Far East Region of course, is evidenced by their setting aside in 1928 four million roubles for geological surveys, as compared with the paltry one hundred thousand spent by the tsarist government in 1913.

Another interesting work which is being carried on in these parts by the Soviet Government is conservation of its fur-bearing animals. As a re-

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*Foreign Reprrsentative.
Little, Brown and Company.

Personal and Professional

JAMES EDWARD PEABODY, who has resigned as head of the Morris High School, New York City, and resides in Newton, Mass., has had an interesting and highly useful professional life in semi-public achievement. Our acquaintance dates from his youth, and we have known no one who has been a crusader in so many affairs of great importance, always giving limitless time and energy without money and without price, and he has always been triumphant. His latest notable achievement has been a struggle for several years to get government recognition of the service of Mr. Kissinger and twenty other yellow-fever heroes of 1900 who risked their lives by voluntary exposure to yellow fever, making the conquest of that plague possible. Mr. Peabody has a lecture on "The Conquest of Yellow Fever," which has no rival as a story of an economic tragedy, a world catastrophe, and the famous mastery of every detail of its cause and cure.

PRESTON W. SEARCH, Carmel-by-the-Sea, California, issued a Christmas greeting which will never be duplicated. It is a letter written to him by Henry W. Longfellow on Christmas Day fifty years before the day when Dr. Search shares it with his friends.

Mr. Search was superintendent of schools at West Liberty, Ohio, 1877—1883. As an enthusiastic lover of literature he wrote Mr. Longfellow, asking something from his pen.

The following letter was written by Longfellow:—

Cambridge, December 25, 1879.

Dear Mr. Search: I have had the pleasure of receiving your letter and hasten to reply.

I wish it were in my power to comply with your request . . . but I am so pressed for time, and have so many engagements on hand, that it is impossible for me to undertake anything more.

I congratulate you on the profession you have chosen. There is something very noble in the office of Teacher; and English Literature is a garden among whose fruits and flowers one may well be content to pass one's life.

And in such company, too! I can hardly imagine a more enviable position for a lover of literature.

Wishing you "a happy attendance on your chosen Muses," I am, dear sir,

Yours very truly,

Henry W. Longfellow.

WILLIS E. JOHNSON, dean of Education, Teachers College, San Diego, has accepted the position of secretary of the Masonic organization with headquarters at San Diego, and has resigned his position with the State College.

The new position is highly tempting, as it will make it possible to live in San Diego, with which he has been infatuated from the first. It frees him from technical duties, which he has always taken seriously. It relieves him of the personal responsibility as a "Watch and Ward" society for a multitude of young people, and it gives him an opportunity to utilize at the full his rare talent for leadership of a great organization.

DR. SUSAN B. DORSEY, who has retired from the superintendency of Los Angeles, has accepted the chairmanship of the California Commission for the Study of Problems of Education recently created by the Governor. Her associates will be: Arthur J. Brown, San Bernardino; Marshall DeMotte, Corning; Samuel Leask, Santa Cruz; James W. Mullen, San Francisco; Mrs. Maynard Force Thayer, Pasadena; Mrs. Frederick C. Turner, Berkeley; Julius Wangenheim, San Diego, and Mrs. J. C. Whitman, San Mateo.

The Legislature has appropriated $50,000 for the functioning of this commission.

PAUL R. TAYLOR, superintendent, Idabel, Oklahoma, is one of the youngest superintendents of the state. He is recognized as highly efficient. We quote three of the seven paragraphs from his holiday greeting to his teachers:—

"Though you give to your work every ounce of energy you can muster, and though you burn the midnight oil preparing for tomorrow; and though no distractions are suffered to draw your attention from the main issue, if you have not control, it is sounding brass and tinkling cymbal.

"But whether there be scholarship only, it shall fail; whether there be teaching technique only, it shall fail . . .

"Now abideth scholarship, technique, control, these three; but the greatest of these is (probably) control."

J. RUSSELL SMITH, professor of Economic Geography, was recently awarded the degree of Doctor of Science (Sc.D.) under unusual conditions. Once every twenty-five years Columbia University celebrates a quarter century of growth and influence. At these times certain honorary degrees are conferred upon those members of its faculty who have "during the past quarter century contributed by their academic devotion, their scholarship, and their research to the fame and influence of the University." This year degrees were conferred upon about one member in forty of the staff. Among those so honored was Dr. J. Russell Smith, who is well and favorably known through his various geography texts, his magazine articles, and his numerous platform appearances. That this is apparently the first time that this degree has been conferred upon an economic or human geographer by Columbia or any other American university adds still more to the honor of the award.

Everyday Life in Siberia

(Continued from Page 97)

sult of the great demand for furs these little animals are being killed off more rapidly than they breed. With the increase of settlers following the completion of the Trans-Siberian Railroad, and as a result of the cutting down of the *taiga* that has taken place, not only have they disappeared from many of their old haunts, but in the case of certain species, especially the sable, they are actually threatened with extinction.

This is a serious matter, for two reasons. Not only did the trapping industry net the U. S. S. R. during the last three years over 250,000,000 roubles in foreign exchange, but it is the principal, if not the only source of income of thousands of half-civilized tribesmen. In order to prevent such a calamity from materializing the government has established several animal sanctuaries. The most interesting one is the "Sable Warren" in the mountains which lie northeast of Lake Baikal. For this sanctuary, which corresponds somewhat to the protected breeding grounds for seals maintained by the United States on the Pribilof Islands, over two thousand square kilometres of *taiga* have been set aside. Once each year there occurs a slaughter of such part of its animal inhabitants as in the judgment of the wardens can be spared without endangering the species as a whole.

In Siberia you are constantly meeting with surprises. I had many. Not the least of them was the scarcity of persons of types other than Russian. To this there were two notable exceptions, however, in the Bouriat-Mongolian Autonomous Republic, and at Vladivostok and along the Amur-Ussuri Railroad. In both of these regions I saw many persons belonging to the yellow race; in fact, as soon as the train entered the Bouriat-Mongolian Autonomous Republic any observing person would have known by the very way they built their houses that there was some connection with China. Invariably these were built in groups and joined by high wooden fences with a double gate between each pair of houses. The fence extended entirely around the property, giving it the appearance of a sort of compound. Behind each house, but within the enclosed area, was a well with a long sweep. It was in this region, too, that I saw fields being irrigated with water lifted from the river in buckets attached to similar sweeps, which were operated in pairs by human labor.

As soon as we reached the Ussuri Valley, we began to meet Koreans in number, who, like the Mexicans in our Southwestern states, migrate each year into the grain regions to help make the crops, and then, when that is done, return to their native villages to enjoy a heated Korean house during the long cold winter months.

It would prove wearisome reading, I fear, were I to attempt to describe the many cities we passed on the long trip, or rather those that I really saw, for most of them were situated several kilometres from the railway station, but there are one or two that I cannot omit altogether.

About seven hours out of Moscow we crossed the Volga at Yaroslavl, a city of over a hundred thousand population. Yaroslavl is one of the oldest cities in all Russia, and ever since its founding in 1024 it has been a storm centre. In feudal times it contended with Moscow for supremacy; later, in the period of confusion that marked the early part of the seventeenth century, it became the object of many raids by both Poles and Cossacks; and then, in the uprising of 1905, it passed for a time into the hands of the revolutionary workers; and finally, with Kiev, it bore the brunt of the fighting during the civil war of 1918. At that time more than one-third of the city was laid waste, including the Kremlin with its many valuable antiquities, which had been brought there two years before from Petrograd during the great German offensive. Yaroslavl also enjoys the distinction of being the home of the first school established in northern Russia (thirteenth century), of the first linen mill in the whole country, of the first Russian theatre, and of the first private printing press. It was through Yaroslavl that in the days of Ivan the Terrible trade relations were first established with western Europe via the White Sea, and it was there that soon afterwards the old English Muscovy Company established its

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with the addition of
Horsford's Acid Phosphate
becomes a tonic drink
that relieves mental and nervous exhaustion; increases the activity of the brain and assists nature in restoring vitality to the body. *Try it!*
AT ALL DRUGGISTS
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headquarters for trade with the entire Volga region. My remembrance of the place is associated principally with the picture made by the brilliantly illuminated "Red Perekop" cotton mill, which, with its eleven thousand workers, is the lineal descendant of that first little linen mill of two hundred years ago.

Thirty-six hours after leaving Yaroslavl our train pulled into Sverdlovsk, the capital of the Ural Region. At last we had the thrill of actually being in Asia, for several hours before we had passed the post which by two simple words marks the boundary between the "East and the West." Sverdlovsk was formerly known as Ekaterinburg, but as they have done with so many places, the Soviet authorities have changed its name. In this particular instance, however, I think the world will agree that they should have a good reason for wanting the place to lose its identity, for it was there that the whole Romanoff dynasty met its bloody end. The house, in the basement of which the crime was committed, is still standing, perhaps a mile from the railway station. It is much as it was on that fatal July night eleven years ago, except that the high fence which had been erected to shut out the outside view has been removed, and like all Russian buildings, it is probably a little more shabby than then. I was told that it was being preserved as a museum, and this I am prepared to believe, since the square which it faces has been named the "Place of National Vengeance." Whether the present Soviet leaders still hold to the fiction that the atrocity was a local matter occasioned for fear lest Nicholas would escape into the protection of Admiral Kalchak's army of Siberian and Czechoslovakian troops, and that it was not ordered by Moscow, I do not know, for this is a matter about which everyone I met seemed very sensitive.

Nearly 4,500 miles east of Sverdlovsk is situated a very different type of city, and one which still carries its old name—Vladivostok. This so-called ice-free port sprang into importance with the coming of the Trans-Siberian Railroad, and especially with the completion of the Amur-Ussuri Railroad. It is situated on the hills overlooking Amur Bay and was laid out on lines which make it second only to Leningrad in generousness and regularity. Today it has the looks of a place which has seen better days. Many of its cobbled-paved streets suggest miniature hayfields, and most of its shop windows are cracked and dirty. In one of its two leading hotels water was available for flushing the toilets only for a few hours each day, and a hot bath could be had only on Tuesdays and Fridays; this in spite of the fact that the guests were paying from three to four dollars a day for their rooms.

Vladivostok has a very large Chinese and Korean population, probably as many as sixty thousand. As a result the place looks as much like a Chinese town as it does a Russian. Due to this fact, too, it can show much more privately owned real estate than is the case in most cities of the U. S. S. R. I imagine, though, that the taxes are very high, for the rents charged for buildings employed for business purposes are terrific; for example, the lessors of the Zolotoy Rog Hotel pay sixty thousand roubles for that property, which has only about sixty guest rooms, a restaurant, and one or two stores.

Vladivostok is said to be the most important port in the U. S. S. R. Under normal conditions great quantities of soya beans and other Manchurian products come there for export, but now that the border is closed, all this is stopped and business is very quiet. During the winter the harbor is kept open with the aid of powerful ice-breakers. At that time, I am told, one of the sights of the town is the market which springs up on the ice-frozen surface of Amur Bay, just inside the ship line.

And with this, we end our trip across Siberia and the Far East Region.

Understanding

By VERA M. GRIDER

If I might look into the soul of you
  And watch the tide of thought flow out and in,
I'd better understand the things you do;
  I know I would not say, then, that you sin
Because you use life differently than I.
  I'm sure that I could take you by the hand,
And there would be no need for us to sigh;
  Each other's motives we would understand.

If we might look into each other's heart
  And see the loneliness that hidden lies,
We would not dare to wait, nor stand apart,
  Smothering all friendly impulse till it dies.
If on the Road we'd try to make a friend
  Of every lonely heart we chance to meet,
The Road would hide a treasure 'round each bend
  And we would tread the way with eager feet.

—Exchange.

They Say

WILLIAM J. O'SHEA, superintendent, New York City:—

"The elementary school of today undertakes to do much more than merely teach the tool subjects. It should do all it can to improve the physical welfare of the child. It should stress the development in all children of desirable character traits, and it should do what it can to find out the aptitude of pupils, and cultivate these aptitudes as far as possible."

DR. ANNA Y. REED:—

"If a girl wants to get married, and, of course, she should—then she should go to a co-ed school where she will meet a lot of men."

WALTER L. HERVEY, member of the Board of Examiners, New York City:—

"The first step in forming the acquaintance of a new word in literature is to *feel* what it means; the very last step is to *define* it."

OLIVER LA FORGE, author:—

"When I get away from New England too long I feel like a shrub pulled up by the roots and left in the air."

ARTHUR M. HYDE:—

"Whereas it formerly required two sheep one year to clothe one woman, she now can be clothed by two silkworms working one Sunday afternoon."

CHARLES EVANS HUGHES:—

"Our chief industry is not in making automobiles but in making laws."

CORNELIA ADAIR:—

"A task without a vision is drudgery,
A vision without a task is a dream,
But a task with a vision is the hope of the world."

GLENN FRANK, president of the University of Wisconsin:—

"The happiest man alive is the one who gets what he earns and earns what he gets."

SIR PHILIP GIBBS:—

"Henry Ford, the pioneer of the cheap car, has done more for temperance than any fanatic of prohibition."

LOUIS L. EMMERSON, Governor of Illinois:—

"A new spirit of understanding has developed between school authorities and parents. Growth of parent-teachers clubs is largely responsible; and, as a result, the influence of the school teacher is felt not only by the children but by their parents.

"The future of citizenship rests largely with our school teachers who have come to share equally with the parents in training the youth of the land to assume a proper place in society. To have such power is a great privilege but also a great responsibility, demanding the most conscientious effort."

RALPH BARTON:—

"An artist ought to be prohibited from earning as much money as I do. It's absurd and bad for our heads. And yet if someone were to suggest a cut in my wages I'd scream. You'd hear me howling about it three blocks down."

L. W. BALDWIN, president, Missouri Pacific Railroad:—

"The average young person today is equipped with a better educational background and enjoys more of the luxuries and good things of life than did a Roman senator in the days when Rome was in its glory."

Dr. W. C. McGINNIS, Perth Amboy, N.J.:—

"The ideal school administrator must be adequately endowed by nature, well trained by study and experience, fair-minded on all questions, kindly sympathetic with teachers and pupils, and loyal to his profession. Above all he must have an abundance of common sense well mixed with a sense of humor.

"There are natural administrators, just as there are poets by nature and artists by nature. University training in educational administration is a great thing, but universities do not confer a degree of Master of the Art of Common Sense. If they only could, what a wonderful opportunity for university extension!"

DR. PAUL MONROE:—

"The problem of education is to transmit to each succeeding generation the elements of culture and of institutional life that have been found to be of value in the past and that additional increment of culture which the existing generation has succeeded in working out for itself; to do this and also to give to each individual the fullest liberty in formulating his own aims in life and in shaping his own activities to these purposes."

AUBREY A. DOUGLAS, in "Secondary Education":—

"Words are absolutely necessary for thinking, and with a minimum of words there is a minimum of thought."

The Master School Clock Speaks

By ARTHUR DEAN

The other day I was watching how the bells in the corridors and rooms of schools are automatically rung by means of a punched paper tape which passes through the mechanism of the electric clock system. Here is what I heard the tape say:—

"Oh, dear, I've got to ring 8.30 and I can't hold off a second. But I wish I could because I can see up the street and there's Big Billy Brown running just as fast as he can. I know he is not late purposely; I'd like to help him out. His teachers don't know that he delivers a big stack of papers long before most of them are up.

"What's the big idea now! The principal has just put me out of order and is ringing the bells by hand. I've a good mind to go on a strike and let him do the work all of the time. I suppose it's another one of those assembly periods where some long-winded speaker tells the youngsters that he is a self-made man, and by the way he'll tell it he'll show that he's proud of his maker. The kids will applaud and he'll go away feeling perfectly grand.

"Well, I'm put back again on the job. After all this fuss and feathers the speaker didn't show up. Well, here goes for the first school period — and being Monday morning I'll wager that the children haven't got their lessons. Funny thing, too. They have more time between Friday and Monday morning than any other time during the week.

"Great Scott! What's wrong now? The principal has come in. Oh, yes, a fire alarm bell for the monthly fire drill. It's only a bluff, but they don't trust me to ring even false alarms. Nevertheless they do say that these drills get the children into the right habit so that if a real fire breaks out there'll be no loss of life. Wonder who would save me?

"Well, that's over. If it were not for this mechanism business I would slip up on ringing the opening of the second period when that freshman class must recite algebra. Now if it were English I'd feel different, but I cannot see the sense of studying something which ninety-nine out of a hundred never will use.

"Now for the third period. There's Susie Smith going down the corridor making eyes at Handsome Herbie. In my old days when I was just a regular eight-day clock the boys chased the girls — now the young men have to run from the female IT. Can't fool Herbie though, he's got his eyes on his future and it doesn't include girls — not yet. I hate to be responsible for all these recitations. From what the room clocks say — slaves as it were because they carry out my orders in the different rooms — a lot of boys and girls are studying things for which they are not fitted and getting mighty little out of school. 'Tis a pity . . . but that's none of my business!

"Ah, here's recess and I am going to lay myself out to ring it good and plenty. There they go to the cafeteria, where they will fill up on food prepared by a school dietitian; talking and laughing and having a jolly time. And poor me, all I get is a drop of oil once a month to keep me going.

"Fifth period, and here's where I pity the teachers trying to impart instruction to boys who have gobbled a lunch of cakes and candy, and girls who are pickled with pickles and sweet stuff which they have gotten across the street instead of at the cafeteria. And they are given health teaching at that! Study is one thing and practice is . . . Ho-hum!

"Here's the school clerk monkeying with my works. She's cut me off and is ringing the bells by hand. Why all this fuss? Oh, yes, tomorrow is a holiday and the school is letting out early.

"But there's no lay-off for me because I'm wound up for a whole week."

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Tree of Life—I

(From the Persian)

King Jamsed looked at the coppery feathers of his regal parrot and smiled. "Where have you been now?" he asked. "A long way, I doubt not, judging by the droop of your scarlet wings."

"A long, long way," croaked the parrot. "A long, long way. A very long, long way. As far as the celestial gardens, worthy King."

"Nonsense," cried Jamsed. "No bird could fly to the celestial gardens."

"I thought you would say that," said the parrot, "so I brought back a seed plucked from the tree of life. Hold out your palm, great King."

Jamsed held out his palm. The big bird lifted his right foot and, unclosing slowly the strong, sharp-nailed claws, dropped out of their midst into the king's palm a seed the size of a great pearl and of the same wonderful lustre.

"It is a rare seed," cried the parrot, ducking his head and fluttering his scarlet wings. "Plant it! Plant it! It will grow up over night and bear fruit in the morning, and he who eats of it shall suddenly regain his youth though he be as old as the white-whiskered prophet of the Nile."

"It is a beautiful seed," said Jamsed as he held it up to the light. "I shall plant it, as you direct, though I do not expect much to come of it."

The next morning, however, King Jamsed opened his eyes in amazement at what he saw. From the spot under his window where he had planted the seed a majestic tree lifted a golden trunk from which spread away in all directions, silver branches and twigs on the end of each of which swung a fruit of the roundness and beauty of a perfect orange.

"Eat! Eat!" cried the parrot, turning this way and that on his perch and bowing awkwardly. "Eat! Eat! and grow young again!"

King Jamsed shook his head. "There is no haste," he said. "Tomorrow will do as well as today. Let us wait and see how the heat of the sun affects this strange tree. Perchance, like a mushroom it will fade and die as rapidly as it has sprung up."

It was evening when King Jamsed once more came to his latticed porch to look out at the strange tree. As he threw open the shutters of his window a long blue snake unwound itself from one of the branches and slid to the earth. Neither Jamsed nor the parrot noticed the intruder, neither did either notice the tiny fang holes in the fruit that the king picked and placed inside his tunic.

(To Be Continued.)

The Tree of Life—II

That night as Jamsed walked in his garden he saw the widowed wife of his former gardener busying herself among the flowers. "Friend," said Jamsed, "I see you are unhappy in your present state. There are tears in your old eyes."

"I would that I were dead," said the woman. "There is no joy left to me since my husband died."

"Suppose, however," asked the king, "I returned your youth to you! Would life then hold its former charm?"

The old woman shook her head sadly. "The days are not many now when I shall regain my husband. Why should I turn them into years?"

"If you should change your mind," said Jamsed, "eat of this fruit I give you. It is reported that it will return your youth."

Now it happened that an evil old woman overheard all that was said. When Jamsed had passed on she rushed from her hiding place, seized the fruit out of the widow's hand and greedily devoured it. No sooner had the fruit, poisoned by the serpent's fangs, been eaten than her limbs relaxed and she fell down and died. In fear and dismay the widow cried out to the king and he, returning, stroked his silver beard for a long time, with his head bowed in thought, then turning to a slave he said: "Go into the palace quickly and wring the neck of the royal parrot. Only an evil bird could plot that against the life of his master."

A week passed and King Jamsed went every morning and evening to examine the tree of life which he had come to look upon rather as the tree of death. While the impulse was strong within him to set the ax against the golden trunk, he delayed as though held back by invisible hands. Meanwhile the report of the death of the old woman had spread abroad, coming in due time to the ears of a mother who had been beaten by a worthless, drunken son.

"I shall go," said the unhappy woman, "and eat of this fruit. My son has beaten me because I am old and ugly. He has told me that sight of me offends his eyes. There is no longer any reason for my living since the one creature whom I love has turned against me."

In this frame of mind the woman slipped into the King's garden and reached up and tore a fruit from a silver twig and ate it before anyone could stop her. Judge the amazement of all when no sooner had the fruit passed her lips than she lost her appearance of old age and became a beautiful, youthful creature, with a glory and loveliness about her that seemed not of this earth.

(To Be Continued.)

The Tree of Life—III

The news reached the ears of King Jamsed in no time and he summoned the woman before him and gazed in amazement at the change that had come over her. "Alas," he cried at last. "Ungrateful creature that I am. In my haste I have destroyed the faithful parrot whose only thought was to restore my youth to me. Because of my ingratitude I shall never eat of this fruit, myself.. To do so would be to destroy something fine and beautiful within my spirit."

For many days the king reflected, wondering just what to do with the tree of life. At last, calling his two aged wise men to him, he took them into the garden and reached up and plucked a fruit and offered it to the one nearest him.

"Sire," said the wise man, as he shook his head, "I have no desire to renew my youth. I have lived long enough. The weight of the world oppresses me. I do not want to defer longer my journey into my Father's kingdom."

"Sire," said the second wise man, "To have the privilege of youth once is enough. To ask for it again would be to invite disaster. Besides, in gaining youth I would lose the memories I have garnered along the way, memories of loved ones,—of pleasant places. True, I might gain others just as beautiful, but from the eyes of youth the future is enveloped in a mist, while to the eyes of those who have grown old, the past gleams with increasing beauty."

King Jamsed smiled. "Thus speak the good," he said, "but last night when the moon was golden across the palace walls, three aged thieves entered and would have eaten of the fruit. I had them brought into my chamber, and one said to me: 'I seek another chance. My youth was wasted and my old age is one of misery and disgrace,' but I saw that the man lied—that he wished for youth

merely to renew the power of an evil old arm.

"The second thief said that he wished youth in order to finish a task which old age had placed beyond his power. That task, my friends, was vengeance. Youth in his hands would have been but a means to another's downfall.

"The third man wished for youth that he might enjoy life. As he talked I saw that his mind was on the things that he deemed good to eat and drink and against which the stomach of an old man rebelled. Youth to this man would have meant merely another chance to live a life of drunkenness. It seems, therefore, that only the evil wish for renewed youth. The good have eyes for other things and see the beauty of another realm beckoning through misty eyes. Lest, therefore, the fruit of this tree serve only the purposes of those who desire evil, this very hour the ax shall bite about its roots and its silver branches be mingled with the dust."

Faithfulness

The philosopher placed his three-legged stool against the stone wall and sat down in the violet shade and sighed.

"To love oneself," said he, "is the first law of nature, leading man to do strange, selfish things, but the law of the spirit is to sacrifice the flesh for others."

* * *

"There is a mountain in a far-off land where the snow resists the sun the whole year round. In the valley, at its base, amid pleasant fields and groves of fig trees lived the beloved Cletus and his wife Anna, and the little flower-like Christobel.

"When the heat of the summer waxed greatest, Christobel fell ill. A fever ravaged her frail form, burning in her cheeks like dull fires and smoldering in her soft eyes.

"In despair Cletus went before the High Priest in the temple and begged for aid that his daughter might not die.

"'The Spirit that rules all is merciful,' said the High Priest. 'Go you and your good wife to the white field of ice upon the mountain top, and there lift up your hands in prayer. The air is sweet in that high spot and untainted by the sins of men.'

"At early dawn Cletus and his wife went forth. Between them ran a braided leathern thong, strong as a band of iron, but not so strong as the love that caught their hearts together. For long hours they toiled upward to the pale-green ice, arriving, at last, on a snow-covered plain beyond which towered the steeple of the last mountain peak.

As they made their way slowly over a bridge of glistening snow, Cletus cried out a warning to his wife and than sank from sight into the cold depths of a dark abyss.

"Plunging her stout staff into the deep snow, Anna threw all her weight against the rope. It held, curving powerfully over the edge of sea-green ice. For a space no word broke the silence of that high place, then the voice of Cletus rose faintly from below.

"'Dear wife,' he said, 'in falling I have twisted my right arm. I cannot climb back to you. Is there strength in your arms to haul me up?'

Straining with all her might the woman drew the rope towards her inch by inch, only to see it slip back again to its former place as her muscles failed.

"'I cannot do it,' she panted.

"'Then the all-wise Father have mercy on us,' said Cletus. 'This is the end.'

"'No, no,' cried Anna, and once more she began a desperate struggle that ended as before.

"And now, the rope, drawn heavily back and forth over the cold edge, had grown so warm that it heated its way into the solid ice and cold drops fell from it on the upturned face of the hanging man.

"'Dear wife, cried he, 'you must cut the rope and let me fall, otherwise when your strength fails, you, too, will be drawn after me into this bottomless pit.'

"'Never!' cried Anna, 'shall I lay knife to this bond between us.'

"'But think of our daughter, lying ill in our cabin in the valley far below,' said Cletus. 'Would you rob her of your care, also?'

"'If it be God's will, so be it,' said Anna, 'but I shall sever no bond between us.' Even as she spoke her arms were failing and her fingers growing stiff under the great strain.

"A bitter, piercing wind beat upon her, numbing her hands and robbing her of breath. For five long minutes she held the rope without giving out an inch, then a black haze swept over her and she knew no more."

* * *

The philosopher drew his tattered robe over his bare knees. After a moment's silence he spoke again.

"The sacrifice of this noble woman was complete, rising to heaven like a great fragrance of spiritual flowers, and yet she lived and Cletus lived, and the prayers were said on the high field and the fever left the fair brow of Christobel. The ways of God are merciful and just. Who else, but He, could cause that leathern thong to freeze into solid ice?"

Advertisements

I saw a dandelion blossoming beside the road.. From its golden brown centre a hundred pointed rays of light flamed up at me. "As an advertisement," I thought, "this lovely flower is beyond criticism. How nobly and beautifully it tells the story of the wonderland from which it came!"

As I passed a garden a scent of heliotrope was wafted to me on the breeze. "Beyond that low wall," I thought, "a little delicate plant thrusts up a thousand blue incense pots from each of which rises one of the most lovely advertisements in the world. How gently does this fragrance speak of beauty to be found wherever the spirit dwells!"

A little further on a thrush sang a delightful morning melody from a barberry thicket. There was joy and the ringing of mellow little silver bells in the clear, sweet song. "As an advertisement," I thought, "what could be merrier this bright spring morning! What has my little feathered friend to sell? Everything! Everything! Each happy note is a revealing of a directing spirit selling its glorious self in this manner to the stupid eyes and ears of men."

A little further on a butterfly drifted on motionless silken wings across the purple bars of a weathered rail fence. "How gently," I thought, "its advertisement floats, leaflike, on the morning breeze! Each spot, each dash of gold, each curving tip is a royal signature."

Just at the bend of the road a boy and girl rushed happily to school. Their faces were full of the gladness and joy of spring. "What an advertisement," I thought, "of a spirit clothing itself in royal garments. How the spirit shines forth from their eyes and thrills in their laughter as they pass along!"

As I sat enjoying the spring beneath a blossoming apple tree this thought remained with me born of the flower, the fragrance, the song of bird and the laughter of little children.

How mightily and insistently and beautifully the spirit labors to sell itself to us. How wide-flung its advertisements! How glorious its billboards flaming towards us as a sun or round and golden as a moon! How studded its great night-spanning sign with the glitter of innumerable stars! How sweet its voice where a brook goes making music over ten thousand stones! How delicately fairy-like its radiance where butterfly drifts on the slant of silken sails about a flower! And all day long eyes see and ears hear and eyes are blind and ears deaf to the great proclaiming of the spirit's self among us. The spirit, however, knows that advertising pays.

EDUCATION IN ACTION

Log Cabin School 28 Years Old

Miss Martha Berry is radiant with happiness. There has just been concluded, at the famous Berry school, Mt. Berry, Ga., a celebration of the twenty-eighth anniversary of her establishing a school for youth in a rude log cabin. In addition to the million-dollar gift from Mr. and Mrs. Henry Ford, other tokens came to make the anniversary a great success. She has lived to see her noble mission for boys and girls grow to the extent that it is now—a college with 1,000 students and 100 teachers and workers. Her great work has won her international acclaim as one of earth's outstanding educators and as a leading rebuilder of the New South. Practically every great philanthropist of America has praised her and aided her. She won the Roosevelt medal five years ago for conspicuous service in the field of education, and three years ago she won a $5,000 prize for her conspicuous service in the field of practical education —and at once turned in the money to help along the good cause.

Farm Students Profit From Home Projects

Students in the agricultural department at Arms Academy, Shelburne Falls, Mass., piled up a profit in 1929 while they learned. The thirty-one students taking the agricultural course realized from their projects—fruit, sheep, calves, pullets and chick raising —a profit totaling $6,133. Besides this they earned $7,792.60 for farm work. The school system is strictly vocational. The method of instruction is based on the home project. The boys carry on at home active enterprises about which they are studying in school. Sometimes when a boy is not able to maintain a project by himself he takes charge of the operations on material owned by his father or employer. This is called a supervised project. In both cases strict accounts are kept of all operations undertaken by the student. Until three years ago poultry was not kept in large numbers in this community. Last year the boys raised 5,630 chicks at a profit.

Letters to Parents Help School Work

"Letters to parents," something that the school child used to dread, generally because they were emergency messages dealing with deportment, have become an established feature at the Albany (N. Y.) High School. Dr. Harry E. Pratt, principal of the school, said the letters have been productive of both improvement on the part of pupils and a greater interest by parents. They are not "conduct" letters, but a brief summary of the pupil's complete standing. So far the letter system has been used only for the senior classes. "Before we organized the letter system," Dr. Pratt said, "sometimes parents were unaware of the subjects their boys and girls were studying. The first letter is a general senior letter to all parents. The next one goes to the parents of seniors who are carrying an additional burden of studies. The mid-year letter shows the parent just what the standing of his student is in regard to graduation, and what he must do before he can receive his diploma.

Decision Favors Married Teachers

Married women teachers are entitled to the same pay as men and should be graded for salaries only on their scholastic and teaching ability and experience, according to a decision just rendered by Dr. Charles H. Elliott, New Jersey Commissioner of Education, in the fight of Gloucester City, N. J., teachers against discrimination. They will receive the increases retroactive from September 1, 1929. The local board of education took the position that married women were not entitled to the same rates of pay as men, because they were not the heads of families, and refused to raise their salaries when advances in salaries were made recently. The teachers took their case to the state commissioner, declaring that failure to receive increases tended to restrain single women teachers from getting married, also that the discrimination was unjust and unfair.

College Girls' English "Atrocious"

The "atrocious English" used by many students in the average American college will no longer permit a girl to be graduated from Boston University's college of practical arts and letters. In the words of the dean, T. Lawrence Davis, "each girl must be able to write good English, which will be grammatically correct, properly punctuated and clearly expressed." A series of tests, the first of which has just been given, will serve as a medium of measure. In making the announcement that all seniors must pass certain tests in English before they will be graduated from the Boston University woman's college, the dean declared that this step has been taken following a comprehensive survey of the needs of English in the business field.

Indian Children In Public Schools

There are now 2,273 more Indian children in public schools of the country than there were in May of last year, according to reports received from the supervisor of Indian education, Samuel H. Thompson. The reports, which are summarized in a statement made public by the Department of the Interior, indicate advances in Indian education both in extending their facilities and in encouraging them to attend white schools where they may absorb cultural traits helpful in bringing about a better adjustment so important to their future success, if they are to become normal citizens.

New Teacher Standards Demand Constant Study

Emphasizing that teaching now has become a recognized profession, Dr. Stephen F. Bayne, associate superintendent of schools of New York, said that teachers must now be progressive and that they no longer may get into a rut and stay there. The modern way is to keep on learning and investigating new fields. "In a year or possibly two a master's degree will be required of all teachers in secondary schools in New York," he declared, "and the reward for this work will be an additional two or three or perhaps four hundred dollars salary. Teachers no longer teach subjects, reading, writing and arithmetic. They teach children, and they have come down from their throne on the classroom platform and now are found at the side or the back of the room or on a seat with the pupils."

Brown Selected As Stock Color

Brown has been selected as the color for stock varieties of school furniture, says the division of simplified practice of the Bureau of Standards. While any shade of brown within the limits of light and dark will be considered as conforming with the requirements of school furniture brown, the division understands that the industry will conform as closely as possible to the median shade. A simplified practice recommendation on colors for school furniture was unanimously approved at the conference of manufacturers, dis-

tributors and users of school furniture, recently held in Chicago. This recommendation applies to school (pupils' desks), teachers' desks, movable desks, recitation seats, chairs, tablet arm chairs, tables, typewriter tables, library furniture, filing cabinets, bookcases, kindergarten tables and chairs and laboratory furniture.

Wasteful Expenditures Funds Shortage Cause

Governor Harry G. Leslie of Indiana placed much of the blame for the present plight of state-aid schools on the shoulders of local officials. Producing correspondence, he declared there has been wanton wastefulness of school-aid funds and, in some instances, he charged illegal expenditure. "I am being criticised because I appointed a commission to get the facts rather than call an immediate session of the legislature," Governor Leslie said. "At the last session I sponsored a bill to put the state-aid funds under the board of accounts, and it was defeated. When the funds were being handled in that department there was a surplus at the end of the year rather than a $1,000,000 deficit. I don't mean to place the blame on the state department of education, but on the local officials. Numerous counties have been getting state aid that do not need it if they confine themselves to necessary expenditures. The state aid was created so that all teachers would be paid a minimum wage. Instead, the money has often been spent for supplies and the teachers permitted to go without their salaries."

Opens Charm School For Single People

The young man or woman, who according to advertisements, surprised friends by sitting down to the piano and playing it, is now to be superseded by the party who walked into a classroom an average citizen, and came out suffused with charm and exuding "it." A charm school for Evanston's (Ill.) young unmarried folk is to be started. Professors of Northwestern University will instruct. Married folk will be barred.

Near East College Fund is $15,000,000

The executive committee of the Near East College Association announces the completion of the $15,000,000 campaign for the endowment of the American University of Beirut, Robert College, Constantinople Woman's College, International College of Smyrna, American College of Sofie and Athens College, Greece, as a memorial to Cleveland H. Dodge. The $15,000,000, according to the statement of the executive committee, has been raised during the past three and one-half years. Sixteen thousand, two hundred persons, including many alumni and former students, have contributed. The largest single gift was $3,500,000 from the estate of Charles M. Hall. Three large gifts were conditional on the securing of the entire amount by January 1, 1930, namely, $1,000,000 from Edward S. Harkness, $500,000 from John D. Rockefeller, Jr., and $250,000 from Julius Rosenwald.

"Whoopee" Ousts Many Students

An investigation to unearth causes why students "flunk out" of college which promises to be as searching as the Carnegie Institute investigation regarding college athletics is being made by officials of Morningside College, Sioux City, Ia. Too much "whoopee" heads the list of causes. Others are listed in order of their importance: Lack of interest in college work; too little money; too much outside work and "just plain dumbness" and unfamiliarity with college methods and inability to adapt to college environments. The investigation is being directed by F. E. Mossman, president of the college, Myron Graber, dean of men, and Miss Lillian Dimmitt, dean of women.

Teachers' Retirement Changes Suggested

Harris Smelley, member of the teachers' retirement board, Clayton L. Lent, secretary, and others, recently appeared before the Massachusetts legislative committee on pensions and advocated several changes in the retirement system suggested by the Massachusetts Commissioner of Education. They favored a recommendation which would authorize the state treasurer to invest the funds of the system in securities which are legal investments for savings banks and also deposit the funds in savings banks. Under the present law the treasurer is allowed to invest the funds only in securities that are legal for sinking funds, consisting of high standard state, municipal and United States bonds. There was no opposition.

Harvard Plans Third Summer Business School

Business executives have taken advantage of the special summer session of the Harvard Business School to an extent indicating that the session, which is given for men actually engaged in business, is meeting a definite need, according to announcement from the business school, which has set the third special session for July, 1930. In response to requests from business men, the period devoted to the session has been shortened from six weeks to one month. Seven courses are to be given. The shorter period will not diminish the subjects taught, but will make the work more intensive. Enrollment in each course is limited to a number which permits active classroom discussion. Actual business cases and problems are made the basis of study. Last summer 224 men from 145 different companies, located in twenty-eight states and four foreign countries, attended the session.

Bear Skin Library May Change Name

Ontario's only bear skin library may soon change its name. Bears are neither as plentiful or as profitable as they used to be on St. Joseph's island and the library, which was founded after a bear hunt, may soon owe its sustenance to the wolves which come over from the mainland. Some years ago a literary hunter used the money from the sale of a bear skin to purchase the first volumes of what is now Hilton Beach Library. Hilton Beach had the books and no place to put them. It had a jail and no occupants. So the bear skin library was moved to the lock-up and is still the only public library behind the bars. More bear hunts swelled the number of volumes. But bears are not what they used to be and supporters of the library are now considering joining in the campaign to rid the island of wolves and use the bounty to buy books. Though it is a library, the lock-up is still a prison. The constable holds the keys as well as the librarian. The one prisoner in the last year or so had the walls of his cell lined with reading matter.

Home-to-School Reports Asked

Boys and girls will carry home not one but two report cards from school in the future and in addition they will take report cards from their parents to their teachers if the plan proposed by Mrs. Otto Hahn of New York City to the board of the General Federation of Women's Clubs is adopted by the women. What the children think about it is not known, but a number of adults were quoted as being very much in favor of supplementing the present reports on scholarship from the schools to the homes by additional reports from school to home and home to school on the character development of boys and girls.

Teacher Jailed So School Closes

The little Vonore community school near Madisonville, Tenn., is closed for lack of a teacher. Philip Lee, teacher for the last year, is in jail on a first-degree murder charge, and because of the community's dissension over the case, County Education Superintendent

Parks reported he could find no instructor to take Lee's place. The teacher is charged with murdering Charles Young, a farmer, who came to the school to protest at Lee's whipping of his daughter Ruby. The teacher claims self-defence.

Free State Adds To University

The Irish Free State has decided to spend $1,000,000 in making University College in Galway a real Gaelic institution. Instruction will be given in that ancient tongue.

Balanced College Girl Discovered at Butler

The balanced young woman has been found, and she is Miss Lillyan Brafford, a student at Butler University. She has been selected by popular vote of the entire student body of the school as the one student with the most school spirit. She has ideas of her own and has applied them, and, as she says, "without trying to start any revolution. I have simply tried first of all to be a good student, and secondly, not to be a plug, or on the other hand a mere social butterfly with no other interest beyond dances and parties. I believe in a real school spirit, obedience to the rules and loyalty to the institution.

Hits College Sports Trend

Harvard University alumni interested in the athletic activities of that institution are considering the plea by President A. Lawrence Lowell in his annual report for less participation in the inter-college sports system and more advantages for physical training of under-graduates.. The Harvard president criticised the American tendency to make spectacles of collegiate competitions and suggested that a single inter-collegiate meeting in each sport would be better than the present system. He likened the present-day audiences to the ancient Romans who sat back and watched professional athletes instead of the ancient Greeks who considered the competition between young men a means of physical excellence.

Die Deutschen

Ihr Werden und Wesen

ERNST JOCKERS

JOHNSON PUBLISHING CO.

RICHMOND ATLANTA DALLAS
NEW YORK CHICAGO

TREND OF THE TIMES

WOMEN IN THE EAST, particularly in New York and its environs, regard kitchens as necessary evils and are awaiting the day when they can be emancipated from them, according to results of a survey by the Home-Making Centre in the Grand Central Palace of the New York State Federation of Women's Clubs. The living room, the survey shows, is deemed the keyroom of family life by most of the women from forty-five states who were questioned. Five or ten years ago, the announcement says, the interest of the home centred first upon the kitchen and then upon the dining room.

ASSESSED VALUATION of Manhattan is placed at $8,000,000,000 while the air above it has acquired an annual worth running high into the thousands of dollars. A building owner recently leased the "air rights" above his roof to a real estate firm for $742,500 over a term of thirty-three years. This means that the tenants on the south side of the adjoining building will be breathing what is probably the most expensive air in the world, and will not be haunted by the fear that another skyscraper will be reared on the neighboring site, making a mockery of their windows.

CARELESSNESS in addressing mail represents an annual loss of $5,000,000, according to the post office department. The dead letter office handles on the average of 23,000,000 "dead" parcels each year. Representatives of business mail users have suggested that by appropriate regulation mailers should be compelled to place a return address on their mailings.

FOLK ART which is outstandingly characteristic of this country will be sought out and preserved by an American national committee. Folk arts of the negro and the Indian are naturally considered American, but there are dances and tunes which are even more strictly a product of the people who grew up with the soil here. America is rich in folk lore, dances common to certain localities and songs marking the growth of the United States.

AT LEAST 4,000,000 men, women and children on earth have no rights as human beings and it is possible that there are 8,000,000 slaves, according to Lady Kathleen Simon, who has made a three-year study of the matter. Systems of slavery exist in certain parts of China, in the heart of Abyssinia, in the hinterland of Arabia, in the remote parts of Sahara and on the shores of the Persian gulf. Elsewhere the curse prevails in that part of Sierra Leone which is not British territory, in Liberia, Burma and Nepal, peonage in South and Central America, and contract labor in Portuguese Africa.

LAST SEASON was the greatest on record for Montreal tourist travel, representing an increase of twenty per cent. in business over 1928, according to estimates of Montreal tourist and convention bureau. The bureau's figures indicate that from the opening of the season to November 1, 1929, approximately 553,000 American automobiles entered the Province of Quebec. It was expected that by the close of 1929 the number would reach 600,000.

BULLET-PROOF TOWERS and lever-operated gates at the State line on all principal highways, with sentries armed with machine guns, were suggested by Governor Harry G. Leslie as a means of coping with bank robbery and banditry in Indiana. "Every new State-paved road is a new tool or weapon in the hand of the bandit," the governor declared. "Statistics show that the city that is accessible most easily by paved roads has the most crime. It is because the roads offer an easy avenue of escape."

"WE HAVE NO MORE WOMEN who are mere women, but all women are responsible workers," said a Soviet official in explaining the change in the position of women throughout Soviet Russia. A woman declared: "Formerly we were the wives of our husbands and now we are independent." Only women who are tied to their homes—or, rather, to their one-room apartment—because they have small children, are an exception, and even these often work.

EDUCATORS are coming to accept the new trend toward mechanical music as a blessing to millions outside the large cities, for whom talking pictures, radio and the phonograph provided an opportunity to hear good music, declared Peter W. Dykema, professor of musical education at Teachers College, Columbia University. He said he believed the increasing demand for music teachers, stimulated by the new "canned" music, would provide employment for many musicians.

The BOOK TABLE

RURAL SOCIAL SCIENCE. By Gustav A. Lundquist, University of Minnesota, and Clyde B. Moore, Cornell University. Cloth. 483 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It is a genuine personal and professional pleasure to keep in touch with the achievement in textbook making. It would have been impossible to have published anything comparable to "Rural Social Science" ten years ago or even five years ago.

Nowhere was there an adequate consideration of "Rural Social Science." The trend of all cures for rural ills was in propaganda for special remedies. There were champions of rural patent medicine, as it were. There were brilliant defenders of each of the specifics. The evidence of the viciousness of such propaganda was in the bitterness of the attack upon everything and everybody who did not accept the specific cure of rural ills.

Science never stoops to the denunciation of everybody who does not accept the "cure all" remedy.

"Rural Social Science" studies scientifically the moral, mental and social factors, the religious, political and economic factors of rural life, learns the cause of each trouble and seeks to create a healthy, vigorous social condition that makes one immune in the case of all vicious influences.

This text for secondary school use is a new creation of inestimable civic and educational value.

STUDIES IN SERVICE AND SELF-CONTROL. By Hugh Hartshorn, Mark A. May and Julius B. Mather. STUDIES IN THE NATURE OF CHARACTER. By the Character Education Inquiry. Teachers College, Columbia University. New York: The Macmillan Company.

It is impossible to express any intelligent opinion of the value of this elaborate Inquiry into Character Education, into the outcome of customary religious and ethical instruction. We have been rather unusually interested in the "customary religious and ethical instruction," but it is impossible to take time to pass judgment upon this "medley of tests and statistics and paucity of clear directions as to character building," but we accept the conclusions of the five years' Inquiry, especially as they are precisely what we were sure was true more than five years ago. It is always a comfort to know that an exhaustive study appears to prove what one was sure was true, but did not dare to say we thought so.

We are satisfied that there has been no partisanship in this Inquiry, which is saying a great deal in this day of surveys to prove what the surveyors were selected to prove.

What children are learning of self-control. service and honesty is largely a matter of accident. Peculiarities of home, church, day school, Sunday Schools, teachers, club leaders and everything else that deliberately attempts to influence the child, work upon him by divers means and with divers results.

We are, however, greatly interested in these studies because Doctors Hartshorn and May are now in Yale University, and are exerting a wholesome and vital influence upon the character achievements in Connecticut under the leadership of Mrs. Ruth White Colton.

THE TWINS IN FRUITLAND. By Gladys Jay. Illustrated by Ludwig and Regina. Cloth. Chicago: Beckley-Cardy Company.

This is a lovely companion piece to "The Snow Children." This is the story of the land of figs, bananas, grapefruit, peaches, nectarines, apricots, quinces, alligator pears, prunes, cassabas, persimmons, tangerines, kumquats, and other tropical and subtropical fruits.

THE WAYSIDE INN FOR BIRDS. By John Lawrence Martin. In Collaboration with James Hay, Jr. Cloth. 196 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is a fascinating book from many angles. In the first place it has a rare sympathetic appeal. Everything in it has been learned by an invalid, who for more than three years, while he studied birds, lay on his back. When he began his study through his feeding birds he had never given special thought to birds. He entered upon his companionship with birds because it was the only thing he could think of that would divert attention from his invalidism so completely.

In all of our wide reading about birds, and I have specialized on this reading for half a century, I have never seen the intimate knowledge of such a variety of birds, summer or winter, reported more attractively.

There is no attempt to humanize them sentimentally, but there are lessons for humans so clearly emphasized that they cannot escape any reader.

THRIFT THROUGH EDUCATION. By Carobel Murphy, Thomas A. Edison School, Los Angeles. Extra Curricula Library. Cloth (4 by 7 inches). 150 pages. New York: A. S. Barnes and Company.

Thrift education is of general interest. It appeals to children and is of real value to them.. It appeals to business men, especially to bankers. Dr. Murphy deals with the subject historically, practically and professionally. More than half of the book is devoted to "An Experiment in Thrift Education."

THE ROLLINS BOOK OF VERSE. Edited with a Foreword by Jessie B. Rittenhouse. Cloth. Winter Park, Florida: The Angel Alley Press.

This is a characteristic achievement of Rollins College, Winter Park, Florida, Hamilton Holt, president. This was the first of American colleges to loose itself from the fetters of tradition in education and administration, and "The Rollins Book of Verse" is characteristic of the spirit of democracy in which it was created.

See editorial in this issue.

SOME SPANISH - AMERICAN POETS. Translated by Alice Stone Blackwell. Cloth. 559 pages. With an Introduction and Notes by Isaac Goldberg, Ph. D. D. Appleton and Company.

See editorial in this issue of the Journal of Education.

Books Received

"Children—Well and Happy." By May Dickenson Kimball, R. N. New York City: S. F. Crofts and Company, Inc..

"Supplement to Paintings of Many Lands and Ages." By F. H. Robertson. Westport, Conn.: Art Extension Press, Inc.

"The Fall of the Fairy Prince." By Frances C. McElroy. Richmond, Va.: Johnson Publishing Company.

"Training Secondary School Teachers." By Alonzo F. Myers and F. E. Harshman.—"The New Expert Typewriting." By Eldridge, Craig and Fritz. — "Agricultural Nature Study." By John H. Gehrs.—"The Mill on the Floss." By George Eliot.—"Check Tests." By G. D. Strayer, P. R. Mort and J. E. Dransfield. New York City: American Book Company.

"The Tree Boys." By William L. Nida.—"Fleetfoot, The Cave Boy." By William L. Nida. New York City: Laidlaw Brothers.

"Agriculture for Rural Teachers." By Thomas C. McCormick. 60 Fifth avenue, New York City: The Macmillan Company.

"Health Heroes." By Hallock and Turner, Edward Livingston Trudeau. Boston, Mass.: D. C. Heath and Company.

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GRINS BETWEEN GRINDS

Leave It to the Birds

"A little bird told me what kind of a lawyer your father was."

"What did he say?"

"Cheep, cheep!"

"Well, a duck told me what kind of a doctor your old man was."

Sinless Sinning

The pastor was examining one of the younger classes and asked the question, "What are the sins of omission?"

After a little silence one young lady offered:—

"Please, sir, they are sins we ought to have committed and haven't."

Illusory

"Dad, what is influence?"

"Influence, my son, is something you think you have until you try to use it."

Giving Her Credit

A girl met an old flame and decided to high hat him.

"Sorry," she murmured, when the hostess introduced him to her, "I didn't get your name."

"I know you didn't," rejoined the old flame, "but you tried hard enough."

Relative Losses

During the hearing of a case a man began clattering about in the back of the courtroom, pushing over chairs and generally upsetting things.

"Young man," said the judge at length, sternly to him, "you make a great deal of noise."

"Your honor," came the reply, "I have lost my overcoat and I am looking for it."

"Well, well," snapped the irate judge, "people often lose whole suits here without half as much disturbance."

At Least That

"Should a husband keep anything from his wife?" asks a writer.

Enough for lunch and carfare, we should say.

Aspiring Tablets

Worried Wife — "My 'usband's nerves are that bad 'e's afraid to ask 'is employer for a rise. Do you think it would do any good to give 'im a dose of them aspiring tablets?"

How Wars Begin

A small boy asked his father how wars began.

"Well," said his father, "suppose that England quarreled with France—"

"But," interrupted the mother, "England mustn't quarrel with France!"

"I know," he answered, "but I am taking a hypothetical instance."

"You are misleading the child," said the mother.

"No, I am not," he answered.

"Yes, you are."

"No, I am not."

"Yes."

"No."

"All right, dad," said the small boy, "I think I know how wars begin."

Little Miss 1930

Kind Old Lady—"And do you know why Santa Claus didn't bring you anything, little girl?"

Doll-Faced Child—"Yes; darn it. I trumped father's ace in the bridge game Christmas Eve."

The Brute

"Do you believe in clubs for women?"

"Yes, if kindness fails."

Candid

Hubby—"I see Old Man Peters left his wife close to a million. I suppose you wouldn't be averse to being his widow?"

Wifey—"Oh, shame on you! I'd much rather be your widow."

Why Teachers' Eyes Need Care

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Illiteracy a Stigma

American life presupposes an educated public. Government, business, the prevention of pauperism, individual happiness, and self-respect all require that Americans have at least the elements of education. Until this is achieved neither our government nor our economic system can reach its intended effectiveness, declares L. R. Alderman, specialist in adult education, Office of Education. How large the number of Americans who need the barest essentials of elementary education is has been estimated to exceed 20,000,000, he asserted. He goes on to say that "these figures are merely conjectural, having been based upon statistics from the Federal census in its 1920 enumeration, wherein it was reported that 71 out of every 1,000 men and women over twenty-one years of age could not write in any language. There are in the United States 256,104 public school buildings which are vacant and unused most of the time. There are 900,000 teachers. Not only this existing machinery, but there is at hand equipment and facilities in the form of textbooks and organized educational systems already functioning. With these tools already before him, the thoughtful educator needs only undertake expeditiously the experiment of rendering educational advantages to those scores of millions of adults with little or no education. Such experiments are actually being made and with success. And it logically follows the acknowledgment on the part of the thoughtful citizen that no educator in America should be satisfied until every man and woman as well as every child have a genuine opportunity to become functionally literate."

Eastern Association of Deans

The Eastern Association of Deans and Advisers of Men will meet at Atlantic City, N. J., in conjunction with other organizations interested in personnel methods, on February 20, 21, and 22, 1930. The officers of the Association are as follows: President, Henry Grattan Doyle, Dean of the Lower Division, The George Washington University; vice-president, Harry E. Stone, Dean of Men, West Virginia University; and secretary, Kenneth O. Mason, Dean of Freshmen, Brown University. A cordial invitation to attend is extended to all college and university officers interested in this field.

EDUCATIONAL YEARBOOK

International Institute of Teachers College, Columbia University

Edited by I. L. KANDEL

Professor of Education, Teachers College, Columbia University

This volume, the fifth in the series, presents a concise, interesting, and convenient summary of the developments in education in England, France, Germany, Palestine, and the United States for the year 1928. Such topics as the following are discussed: The administration of education, preschool and kindergarten education, elementary and secondary education, trade and vocational education, teachers, tests and examinations, medical and social welfare, university education, current problems, statistics. Part two deals with the **Problem of Vocational Education**, which is considered in detail for England, France, Germany, and the United States. This is the first systematic account of the subject of Vocational Education in foreign countries that has appeared in English since the pre-war period.

480 pp. Cloth, $3.50

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Background

"It's all right to move to a new house," said a neighbor, the other evening. "But be sure you make some provision for carrying with you the background of the old home."

He paused, and smiled. "You know, we planned for years the home we would build. We started it last fall and moved in this spring. We decided to junk all the old furniture. Some of the old stuff we stored in the loft of the garage until we could dispose of it.

"What a thrill it was to move in! You can imagine how happy we all were. But Rags, our old mutt dog, wandered around in the strange surroundings a day or two, as one distracted and lost. One night he disappeared. We searched high and low for him, even phoned the folks at the old house. At last we found him in the loft, curled up in my worn and faded armchair—his old favorite. We finally had to put that old chair in the new library to lure the dog into the new house at all."

He grinned. "You know, that old dog saved us from losing contact with the background we had left behind us." He colored, a bit embarrassed. "Besides, I sort of felt more at home myself with that old chair at hand, even though it is somewhat out of place!" — Ladies' Home Journal.

Do Something for Somebody

Do something for somebody somewhere,
While jogging along life's road;
Help someone to carry his burden
And lighter will grow your load.
Do something for somebody gladly,
'Twill sweeten your every care;
In sharing the sorrows of others,
Your own are less hard to bear.
Do something for somebody always,
Whatever may be your creed;
There's nothing on earth will help you
So much as a kindly deed.

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